

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 1483
Author:	Senator McClintock
Sponsor:	Author
Subject of Bill:	Membership of the California Commission on Teacher Credentialing
Date Introduced:	February 19, 2002
Status in Leg. Process:	Senate Committee on Education
Current CCTC Position:	None
Recommended Position:	Watch
Date of Analysis:	March 1, 2002
Analyst:	Dan Gonzales

Summary of Current Law

The law requires that Commission members represent teachers, the public, services credential holders, school districts, administrators, and college and university faculty. Specifically, the Commission consists of the following 15 voting members:

- Six practicing teachers from any public elementary or secondary school in California.
- Four representatives of the public.
- One person serving on a services credential other than an administrative services credential.
- One school district board member.
- One elementary or secondary public school administrator.
- One faculty member of a baccalaureate degree granting college or university.
- The Superintendent of Public Instruction or their designee.

Summary of Current Activity by the Commission

The Commission has six positions open (two teachers, one public, one non-administrative services credential holder, one district board member, and one faculty member).

Analysis of Bill Provisions

SB 1483 recasts the section of law that establishes the California Commission on Teacher Credentialing and prescribes the membership of the Commission. The bill also corrects a technical error.

Comments. This bill would not change existing law. According to the author's staff, this bill was introduced to meet the legislative deadline to introduce bills and the author has not decided if or how the law should be amended.

Fiscal Analysis

This bill would not have any fiscal impact.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

Support

No known support on this version of the bill.

Oppose

No known opposition on this version of the bill.

Suggested Amendments

The Commission is not proposing any amendments.

Reason for Suggested Position

WATCH – Commission staff recommends a “watch” position because this bill could be amended to change the laws governing Commission membership.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 2029
Author:	Senator Alarcón
Sponsor:	Author
Subject of Bill:	School District Teacher Intern Programs/Education Specialist in Special Education
Date Introduced:	February 22, 2002
Status in Leg. Process:	Senate Rules Committee May be Acted Upon on or After March 25, 2002
Recommended Position:	Support
Date of Analysis:	March 4, 2002
Analyst:	Marilyn Errett and Leyne Milstein

Summary of Current Law

Education Code 44325 establishes the Pilot District Intern Education Specialist: Mild/Moderate Disabilities Program in Los Angeles Unified School District (LAUSD). The program was initiated at the school district's request to help meet a serious need for special education teachers within the district. There are currently 51 interns enrolled in the three-year LAUSD program and 84 teachers have completed the program since 1998. The program has proven to be rigorous and successful as one strategy in meeting the district's need for special education teachers.

Summary of Current Activity by the Commission

The Commission currently accredits the initial program for all district intern programs and conducts periodic site reviews for continuing accreditation purposes. Historically, district intern programs have targeted Multiple Subject

and Single Subject Teaching Credentials. However, pursuant to current law, the Commission has accredited the Mild/Moderate Special Education Credential program in LAUSD and tracked its success. In its 1999 report to the Legislature, "A Study of the Effectiveness of the Education Specialist District Intern Pilot Program in Los Angeles Unified School District" (McKibbin & Giblin), the Commission recommended the continuation of the program and noted that such programs were a viable option for school districts with the resources and commitment to provide a specialized intern program.

Analysis of Bill Provisions

SB 2029 would allow all district intern programs that demonstrate the capacity to meet Commission adopted standards to offer Commission-accredited Education Specialist Credential Programs in Special Education. It would also allow district intern programs to offer credential programs in other areas of special education in addition to mild/moderate disabilities. All programs would be required to meet the same standards as university-based special education credential programs for teacher interns.

Analysis of Fiscal Impact of Bill

If school district intern programs expand to offer programs for individuals interested in teaching special education students, the Commission would need to review new program documents and establish an accreditation site-visit cycle. It is anticipated that the expansion would be minimal and could be included within the current document review process and integrated into the current accreditation site-visit cycles established for district intern programs. Program review and accreditation can be absorbed within the current budget.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions on the Bill

None known at his time.

Suggested Amendments

None.

Reason for Suggested Position

There is a teacher shortage in California. Special education is one of the most impacted shortage areas in the state and in the nation. Currently in California, one in every three teachers working with students in special day classes or in resource rooms serves on an emergency permit.

The Pilot District Intern Education Specialist Program in LAUSD has proven successful. Recently, in a Transition to Teaching Report to the Commission regarding the projects in San Diego City Unified School District and Oakland Unified School District, Commission staff recommended that district intern programs be allowed to offer Education Specialist Programs to help reduce the number of emergency permits.

For these reasons, staff recommends a position of Support on SB 2029.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 2053
Author:	Assembly Member Jackson
Sponsor:	Sponsored by the Author
Subject of Bill:	BTSA for Special Education Teachers with Previous Teaching Experience and Expedited Induction for Special Education Teachers with Special Education Experience
Date Introduced:	February 15, 2002
Status in Leg. Process:	Assembly Education
Recommended Position:	Support
Date of Analysis:	February 27, 2002
Analyst:	Marilyn Errett and Leyne Milstein

Summary of Current Law

Section 44279.1 of the Education Code established the California Beginning Teacher Support and Assessment System (BTSA) for first and second year teachers. This program, among other purposes, was established to provide an effective transition into teaching for beginning teachers, improve the educational performance of pupils, and ensure the professional success and retention of new teachers.

Because new teachers are defined as those in their first or second year of teaching, regular education teachers with more than two years of classroom experience who later earn a special education credential are inadvertently excluded from receiving the support and assessment provided in the BTSA program.

SB 57 (Scott, Chapter 269, Statutes of 2001) added to Education Code Section 44468 an expedited induction route for Multiple and Single Subject professional clear credentials. Through this alternative route, an applicant may choose to

complete the California Formative Assessment and Support System for Teachers (CFASST), or the equivalent, at a faster pace as determined by BTSA program.

Summary of Current Activity by the Commission

The California Commission on Teacher Credentialing (Commission) and the California Department of Education co-administer the BTSA program. The majority of BTSA participants hold Multiple Subject or Single Subject teaching credentials. However, many school districts include beginning special education teachers in the BTSA program and report that the support and assessment components are critical to the success and retention of these teachers. The level II, professional clear requirements for the Education Specialist Credential in Special Education include an induction component. Special education programs often work in cooperation with BTSA programs to help candidates meet the induction requirement. The CFASST is used by most BTSA programs for Multiple and Single Subject teachers. A form of the CFASST, better suited to the needs of beginning special education teachers, was recently developed for use in BTSA programs. There are currently 954 beginning special education teachers participating in BTSA.

Through the implementation of SB 57, teachers will be able to challenge the two-year induction requirement for Multiple Subject and Single Subject Teaching Credential holders by demonstrating competence through an expedited assessment. This may be a viable option for individuals who have several years of experience serving on an emergency permit or pre-intern certificate or who have teaching experience in private schools.

There is currently no expedited induction option for special education teachers, many of whom have previously served on intern credentials, pre-intern certificates or emergency permits.

Analysis of Bill Provisions

AB 2053 includes the following two concepts:

1. It would allow beginning special education teachers to participate in BTSA regardless of prior regular education teaching experience.
2. It would allow special education teachers the same opportunity as regular education teachers to complete their teacher induction requirement through an expedited program.

Analysis of Fiscal Impact of Bill

The first provision of AB 2053 would increase the number of BTSA participants by an unknown number. On the other hand, BTSA participation could be reduced if experienced special education teachers follow an expedited induction route. Consequently, there appears to be no significant impact to the BTSA program budget.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Organizational Positions on the Bill

None known at this time.

Suggested Amendments

None.

Reason for Suggested Position

The BTSA program has proven to be highly effective in supporting beginning teachers and in significantly increasing teacher retention rates. The program is geared toward the individual professional development needs of the participants and has become even more flexible with the advent of the expedited option in SB 57. One of the strengths of the program is in recognizing the varying experience and skill levels that each participant brings to the classroom. AB 2053 builds upon that strength and gears it toward special education teachers.

- Regular education teachers who later earn a special education credential often need support as they meet the challenges of their new teaching assignments. AB 2053 addresses an inadvertent omission in current law and allows this group of teachers to receive the support they need.
- On the other hand, another group of special education teachers earn their credential after several years of experience in special education classrooms. These individuals could benefit from the same opportunity as their peers who have earned Multiple and Single Subject teaching credentials to complete an expedited induction program.

AB 2053 recognizes the needs and strengths of individual teachers and offers flexibility and support for beginning special education teachers.

For these reasons, staff recommends a position of Support on AB 2053.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	AB 2160
Authors:	Assemblymembers Goldberg, Wesson, Strom-Martin
Sponsor:	California Teachers Association
Subject of Bill:	Public School Employees: Scope of Collective Bargaining
Date Introduced:	February 20, 2002
Last Amended:	NA
Status in Leg. Process:	Assembly – May Be Heard in Committee March 23, 2002
Current CTC Position:	None
Recommended Position:	Oppose
Date of Analysis:	March 1, 2002
Analyst:	Leyne Milstein

Summary of Current Law

Existing law provides public school employees the right of representation on all matters of employer-employee relations and limits the scope of representation to matters relating to wages, hours of employment, and other terms and conditions of employment, as defined. Existing law also provides that the exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks, as provided.

Section 44279.1 of the Education code established the California Beginning Teacher Support and Assessment System (BTSA) for first and second year teachers. This program, among other purposes, was established to provide an effective transition into teaching for beginning teachers, improve the educational performance of pupils, and ensure the professional success and retention of new teachers.

Summary of Current Activity by the Commission

The Commission co-administers the BTSA program with the California Department of Education. In order for BTSA programs to receive Commission approval and funding, they must demonstrate that they satisfy Commission adopted program standards. In this

model, BTSA program content is at the discretion of the participating school district to the extent that the content satisfies BTSA program standards.

Currently, participation in BTSA or alternative induction programs is at the discretion of the employing school district. However, pursuant to the implementation of SB 2042 (Alpert/Mazzoni, 1998), beginning as early as Fall 2003, participation in and successful completion of BTSA or another Commission approved induction program will be required to receive a professional clear teaching credential (Education Code section 44279.4).

Analysis of Bill Provisions

This bill would expand the scope of representation for the exclusive representative of (a) certificated personnel employed by a school district, (b) a county superintendent of schools, or (c) a charter school that has declared itself to be a public school employer, to the extent these matters are within the discretion of the public school employer under the law to include:

- Utilization and assignment of mentors.
- Selection of an external evaluator under the Immediate Intervention/Underperforming Schools Program.
- Selection of a school assistance and intervention team under the High Priority Schools Grant Program for Low Performing Schools.
- Procedures for all of the following:
 - Development and implementation of any program designed to enhance pupil academic performance.
 - Development and implementation of the content and delivery of professional training and development for certificated employees.
 - Selection of textbooks and instructional materials.
 - Development and implementation of local educational standards.
 - Development and implementation of the definition of educational objectives, content of courses, and curriculum.
 - Participation of certificated employees on school site councils and any other advisory or representative body established in the school district.
 - Development and implementation of any program to encourage parental involvement in student education.
 - Maintenance of school facilities.
- Other professional issues.

In addition, the exclusive representative of certificated personnel has the right to consult on other matters not within the scope of representation to the extent those matters are within the discretion of the public school employer under the law. All matters not specifically enumerated are reserved to the public school employer and may not be a subject of meeting and negotiating, provided that nothing herein may be construed to limit the right of the public school employer to consult with any employees or employee organization on any matter outside the scope of representation.

When an issue is within the scope of bargaining, an employer may not take action on that subject without completion of the following:

- Provide adequate notice to the union of the intent to take action;
- Upon request, provide the union the opportunity to negotiate the intended action;
- Upon receipt of the request, make public at a public board meeting the respective initial proposals on the topic by both the union and the employer or at least, notify the public that this topic has arisen during the conduct of negotiations;
- Schedule negotiations with the union and provide paid release time for a reasonable number of teachers who will serve on the union's bargaining team;
- Conduct negotiations until an agreement is reached or the employer decides not to implement the issue of discussion or an impasse is reached;
- If an impasse is reached, mediation and potentially a fact-finding process;
- If fact finding fails and neither side is willing to move, the employer may act on the topic. If either side is willing to move, negotiations must continue. If a second impasse is reached, the employer may act unilaterally.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Analysis of Fiscal Impact of Bill

This measure will not result in additional costs to the Commission. However, expansion of the collective bargaining process could result in additional State costs resulting from the increased length of time to resolve a larger number of issues. It is likely that these costs would come from educational funds guaranteed by Proposition 98, resources that would otherwise be used to support instructional programs.

Organizational Positions on the Bill

This measure is sponsored by the California Teachers Association.

The California School Boards Association is publicly opposed to this measure and staff believes that there is also likely to be opposition on this measure from the Association of California School Administrators.

Suggested Amendments

None.

Reason for Suggested Position

There are currently 145 BTSA programs, 49 of which are run as consortia that serve many school districts. The largest of these consortia serves 57 different school districts. As currently drafted, this measure could ultimately subordinate this particular BTSA program to the resolution of the smallest local labor dispute at 57 bargaining tables. Even if all 57 districts were able to resolve their individual collective bargaining issues, it is very unlikely that the BTSA consortia would be able to implement these decisions into an effective coherent program.

Further, as completion of BTSA becomes a requirement to receive a professional clear credential pursuant to SB 2042, to the extent that resolution of collective bargaining delays implementation of BTSA programs, candidate licensure will also be delayed. When you put licensure in the middle of collective bargaining, what happens to the individual candidate if the union implements a “work-to-rule” position during arbitration or mediation? What if the union strikes? There is no other profession that has licensure linked to collective bargaining and it is not fair to hold up a candidate from satisfying credential requirements as a result of unresolved collective bargaining issues.

Collective bargaining, by its nature, a process to improve the working conditions of those represented, in this case the teachers. It was never intended as a tool to improve education for the students because the unions’ constituency is the teachers – not the students. Collective bargaining has already had an impact on the implementation of BTSA. The Peer Assistance and Review program (PAR) is currently subject to collective bargaining. In one large school district, PAR took over selection of BTSA mentors. In that same district collective bargaining wasn’t concluded until eight months into the school year, thus, there was no support for beginning teachers in that school year.

Another example of the unintended consequences that collective bargaining has already had on the BTSA program results from the terms for being a BTSA support provider being subject to collective bargaining. Several district contracts limit the time teachers can serve as support providers to three years. This arbitrary limit has been established because support providers are paid additional money to serve in that capacity and the union wants to give all teachers a chance to serve as a support provider. Program data concludes that it takes at least two years to become a fully trained support provider, and that the third year is just when support providers are just becoming proficient. In this case, there is no regard to the appropriate training of the support providers for the BTSA participant and there have been several occasions when first year teachers have suffered because they did not have the support of a fully trained provider. There are also situations when teachers transitioning to their second year of BTSA must change to a new support provider, as a result of this contract time limit, who are not prepared to support them through their second year of the program. In these cases, collective bargaining has, in the end, weakened teacher training.

By the same token, this measure could also impact the development and implementation of pre-intern and intern programs should teacher training and mentoring are brought into the domain of collective bargaining. This could result in a situation whereby program participants are unable to move forward in their efforts to complete credential requirements as a result of unresolved collective bargaining issues.

As drafted, AB 2160 could severely impact the ability of credential candidates to satisfy the requirements for a professional clear credential. Licensure must remain independent of the issues and disputes related to collective bargaining. For this reason, staff recommends an Oppose position on this bill.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 2575
Author:	Assembly Member Leach
Sponsor:	Author
Subject of Bill:	Qualifications for Professional Clear Single Subject Credential
Date Introduced:	February 21, 2002
Status in Leg. Process:	Assembly Committee on Education
Current CCTC Position:	None
Recommended Position:	Oppose
Date of Analysis:	February 27, 2002
Analyst:	Dan Gonzales

Summary of Current Law

The law requires a person to meet certain specified requirements to qualify for a Professional Clear Multiple or Single Subject Teaching Credential. The requirements for this credential include completion of a teacher preparation program, California Basic Educational Skills Test (CBEST), Reading Instruction Competence Assessment (for a multiple subject credential), teaching of reading, subject matter competence and a program of a beginning teacher induction.

Last year the Commission sponsored, the Legislature approved and the Governor signed into law SB 57 (Scott), which provides for an expedited route to a Professional Clear Multiple or Single Subject Teaching Credential. Under SB 57 qualified people may become teachers by successfully completing tests and classroom observations instead of a traditional teacher preparation course work and student teaching. Under this new law individuals could challenge traditional teacher preparation course work by taking a national test that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction. Those that pass the written test will enter a state-funded teacher internship program and will be observed in a classroom setting. Trained assessors will measure the candidate's skill in classroom management, instructional strategies, and assisting all students

to learn. Those recommended by their internship supervisor, based on the observations, would be awarded a preliminary teaching credential. Candidates may also test out of beginning teacher induction requirements.

Summary of Current Activity by the Commission

The Commission approved new Teacher Preparation and Subject Matter Standards at its September 2001 meeting. The teacher preparation standards are the result of 1998 legislation (SB 2042) authored by Senator Deirdre Alpert and then Assembly Member (now Secretary for Education) Kerry Mazzoni.

The Teacher Preparation Standards include classroom management, reading instruction, child development, assessing students in relation to the K-12 Academic Content Standards, intervening to help students meet the K-12 Standards, computer skills, students with special needs, and English learners. All teacher candidates will be required to demonstrate their teaching skills through an assessment before they receive a preliminary credential.

The Subject Matter Standards outline what elementary school teachers must teach, and align the subject content with California's K-12 Academic Content Standards. The Commission is currently conducting a study of the four core areas for secondary instruction: English, Social Science, Science and Mathematics. Standards aligned with the K-12 Academic Content Standards in these subjects will be completed next fall.

The Commission will consider the Induction Standards at the March 2002 meeting. The standards outline support programs for teachers in their first two crucial years of teaching. The Beginning Teacher Support and Assessment (BTSA) program is available for beginning teachers in California, but now BTSA, or other approved mentoring programs, will become part of the credentialing system by tying teacher support, assessment, and success to earning a full professional clear credential.

Analysis of Bill Provisions

Specifically, this bill allow candidates earning a professional clear single subject credential to:

- Pass CBEST.
- Possess a graduate degree in the subject to be authorized by the credential from an accredited institution of higher education.
- Have pedagogical training that is approved by the Commission and that the Commission determines is specific to the single subject credential being sought. The training must include developing English language skills, the United States Constitution, health education, special education, and computer education.

- Fulfill at least one of the following experience requirements:
 - The candidate holds a full-service, valid-for-life California Community College teaching credential in the subject to be authorized by the credential and has taught on a full-time equivalent basis the subject to be authorized by the credential in an accredited institution of higher education for the preceding 10 years. (Note: the Chancellor's Office of the California Community College has not issued credentials since June 1990.)
 - The candidate has taught on a full-time equivalent basis the subject or subjects to be authorized by the credential in an accredited four-year institution of higher education for the preceding 10 years.
 - The candidate has five years or more experience as a long-term substitute teacher or as a regular full-time teacher in kindergarten and grades 1 to 12. The experience has to be in a state or regionally accredited public or private school in California and the candidate must demonstrate knowledge and proficiency in the subject matter to be authorized by the credential.
 - The candidate must have at least 10 years of professional or vocational experience in the subject to be authorized by the credential.

The Commission may test the subject matter knowledge and proficiency of a candidate for a clear professional single subject credential who seeks to satisfy the minimum requirements under the experience requirements.

Comments.

This bill is identical to the August 16, 1999 version of SB 151 (Haynes) which died in the Assembly Committee on Appropriations in the 1999-2000 legislative session. The Commission's last position was oppose.

Pedagogy is not required to earn a professional clear credential. Under this measure an individual could earn a professional clear single subject credential without learning how to successfully teach children. Applicants must only have some of the pedagogy required under existing law and comply with course requirements for a clear credential. However, this bill does not require course work or proven knowledge of curriculum design, delivery and evaluation, classroom management, instructional theory, methods of teaching to different abilities and for different subjects, child development, teaching to the state-adopted student academic standards, student assessment and working with parents. This knowledge is essential because research shows that effective teachers not only have a strong background in the subject(s) they teach but they also have the skills to help students learn the subject.

This measure would allow a long-term substitute teacher to earn a professional clear single subject credential after they have taught for five years. A substitute teacher's experience is not equivalent to completing a credential program or student teaching because they are not supervised at the same level and their

experience may not be evaluated. As a result, a substitute teacher would not be corrected even if they did not teach according to the K-12 academic standards or teach effectively.

Moreover, someone with a graduate degree or a professor who has been teaching for ten years may have the requisite knowledge, however, they may not know about child development and pedagogy. Teaching school age children is very different from teaching college students.

In addition to perhaps not having the necessary knowledge, skills, and abilities, to teach, someone with professional or vocational experience may not have the necessary knowledge or their knowledge may be out of date or not aligned with the new content standards.

Measure is not aligned with standards. This bill requires that the candidate earn a graduate degree in the subject to be authorized by the credential. Although a Masters or Doctoral degree shows mastery of a subject, the candidate's knowledge may not be aligned with the current K-12 standards. For example, a doctor in history may have an emphasis in Ancient Chinese history but may not have had sufficient education or training in American History.

This bill does not provide for an induction program. Beginning teachers who receive systematic support stay in teaching and improve their teaching skills at rates much higher than those without support. The new induction standards adopted by the Commission address the essential aspects of learning to teach and link teacher candidates to the realities of the classroom.

SB 57 is a better alternative. This bill targets the same population that would use SB 57 to earn a teaching credential. This bill was originally introduced more than two years before SB 57 was signed. SB 57 is more flexible, requires that all candidates met the same high standards, including pedagogy and subject matter, and is aligned with the K-12 academic content standards. Therefore, this bill is unnecessary.

Fiscal Analysis

The Commission estimates significant one-time and recurring costs that it can not absorb to implement this bill. One-time costs would include promulgating regulations, training staff, and programming computers. Recurring costs would be related to the granting of the credential. The Commission estimates total one-time costs of \$164,000 and recurring costs of \$104,000 per 100 applicants.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and**

other educators in California, and opposes legislation that would lower standards for teachers and other educators.

4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

Support

No known support on this version of the bill.

Oppose

No known opposition on this version of the bill.

Suggested Amendments

The Commission is not proposing any amendments.

Reason for Suggested Position

OPPOSE – Commission staff recommends the Commission take an oppose position because this measure is inconsistent with the Governor’s initiatives to provide all of California’s public school children with fully prepared teachers and is incongruent with research on what makes a quality teacher.